

BUILDING PROFESSIONAL LEARNING COMMUNITIES

Survey on Professional Collaboration – School Version

Webster Definition of Collaboration

Collaborate means to work jointly with others, especially in an intellectual endeavor

SECTION ONE: Developing a Professional Collaborative Culture In Our School

The statements in this section pertain to your school's overall school-wide professional culture.

For the following items, rate each one 1-4 on the following continuum:

1 = Rarely or never

2 = Sometimes

3 = Often

4 = Almost always or always

In Our School:

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|--|---|---|---|---|
| 1. There is an established culture of publicly sharing our work, and being open to dialogue, discussion, and scrutiny. | 1 | 2 | 3 | 4 |
| 2. This is a curious school. We are always searching for new and improved ways to teach. | 1 | 2 | 3 | 4 |

SECTION TWO: Engaging in Professional Collaborative Work

The statements in this section pertain to whether faculty in your school engage in various types of professional collaborative work on a regular basis.

For the following questions, rate where you think your school is on the following continuum:

1 = Never, or only a few teachers

2 = Only several times a year

3 = Most teachers and teams do about once per month

4 = Most teachers and teams do about once per week

We:

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|--|---|---|---|---|
| 3. Look at student work in teams using defined protocols, and use these discussions to take steps to improve learning, teaching, and assessment. | 1 | 2 | 3 | 4 |
| 4. Observe classrooms, and have follow-up conversations with the teacher whose classroom is being observed to improve learning, teaching, and assessment. | 1 | 2 | 3 | 4 |
| 5. Use consultancies (or structured problem solving conversations) in teacher groups as a means to bring instructional dilemmas to the forefront and receive feedback on them. | 1 | 2 | 3 | 4 |
| 6. Work in teams to examine data, and conduct data inquiry cycles that lead | 1 | 2 | 3 | 4 |

to improving learning, teaching, and assessment?

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|---|---|---|---|---|
| 7. Work in teacher teams to develop rubrics and other assessments for assessing student work. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

For the following questions, rate where you think your school is on the following continuum:

1 = No

2 = We are at the beginning stages

3 = We have, and many but not all are/were involved

4 = Yes, and most everyone is/was involved

As A Faculty, We Have:

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|--|---|---|---|---|
| 8. Teachers teams which have regularly scheduled common planning time of at least once per week | 1 | 2 | 3 | 4 |
| 9. Set norms of how we work with each other. | 1 | 2 | 3 | 4 |
| 10. Developed a shared vision and common agenda among the entire school community for moving the school forward. | 1 | 2 | 3 | 4 |
| 11. Created a shared decision making governance structure that engages the entire faculty through teams, committees, and full faculty meetings to decide on key instructional, programmatic, and budgetary issues of the school. | 1 | 2 | 3 | 4 |

SECTION THREE: Team Behavior and Actions

The statements in this section pertain to how faculty teams in your school work. Respond using your general overall impressions of the primary team(s) that you are on (e.g., grade level, interdisciplinary, subject area, study groups).

For the following items, rate each one 1-4 on the following continuum:

1 = Almost never or never

2 = Sometimes

3 = Often

4 = Almost always or always

Generally, in team meetings:

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|---|---|---|---|---|
| 12. Responsibility for the team is shared by all members. | 1 | 2 | 3 | 4 |
| 13. At the end of team meetings we review decisions made, who's responsible, timelines, and when we will report back to the team. | 1 | 2 | 3 | 4 |
| 14. Our team regularly reflects on its process and decisions. | 1 | 2 | 3 | 4 |